

# AN OVERVIEW OF THE ASCA NATIONAL MODEL

## FOUNDATION

Beliefs and philosophy

Mission

Domains

ASCA National Standards and Competencies

## DELIVERY SYSTEM

Guidance Curriculum

Classroom instruction

Interdisciplinary curriculum

Group activities

Parent workshops and instruction

Individual Student Planning

Individual or small-group appraisal

Analyzing interests, abilities, skills, achievement

Individual or small-group advisement

Personal/social, educational, career; include parents, school

Responsive Services

Consultation

Individual and small-group counseling

Crisis counseling/ response

Referrals

Peer facilitation

Systems Support

Professional Development

In-service training

Professional association membership

Post-graduate education

Consultation, Collaboration and teaming

Consultation with teachers, staff, parents/guardians

Partnering with parents, community, staff

Community outreach

Advisory councils

District committees

Program management and operation

Management activities (budget, procedures, policies)

Data Analysis

Fair Share responsibilities (tasks that educators need to do)

## MANAGEMENT SYSTEM

- Management agreements
- Advisory council
- Use of data
  - Student monitoring
  - Student-achievement
  - Achievement related
  - Standards/competency related
  - Disaggregate Data
  - Program evaluation
    - Process data
    - Perception data
    - Results data
  - Data over time
    - Immediate
    - Intermediate
    - Long range
  - Data analysis
  - Data management
  - Student portfolios
  - Closing the gap
- Action Plans
- Use of time
  - APP/INAPP activities
- Calendars

## ACCOUNTABILITY

- Results reports
  - Impact of program over time
- School Counselor performance standards
- Program audit

THEMES: Leadership, Advocacy, Collaboration/Teaming, Systemic Change

## **FOUNDATION – Beliefs and Mission**

# WORKSHEET

Directions: Fill in the chart below, evaluating whether or not your program is appropriately adhering to the beliefs and mission that you have developed. E = Excellent; S = Satisfactory; NI = Needs Improvement.

Present: \_\_\_\_\_

Date of review: \_\_\_\_\_

[illegible]

Coover, B. (2005, April). *Modeling 101: Revealing the inner beauty of the ASCA National Model to beginning counselors*. Breakout session presented at PSCA 49<sup>th</sup> Annual Conference, State College, PA.

# ***SAMPLE***

## **FOUNDATION – Beliefs and Mission**

Directions: Fill in the chart below, evaluating whether or not your program is appropriately adhering to the beliefs and mission that you have developed. E = Excellent; S = Satisfactory; NI = Needs Improvement.

Date of review: \_\_\_\_\_

Belief Statement	E	S	N.I.	IDEAS for maintenance or improvement	WHO is responsible?
All students should be reached by the counseling program			✓	More classroom guidance lessons, lunch bunches, individual check-ins	
Classroom guidance should be used for prevention and education with large numbers of students			✓	Need to do more classroom guidance; needs assessment from students, parents, teachers; In August, plan out three or four important units and design or order the materials to use	
All students' differences and special needs should be considered in planning counseling activities		✓		Continue meeting with all regular and special education teachers, reviewing files and considering input of parents when developing counseling activities	
Data should be used to develop and evaluate counseling program			✓	Getting better but could still use more. What other data can we use? Grades, absenteeism, discipline referrals etc. Who can help us compile this info.?	
All students' developmental needs should be considered in planning counseling services		✓		Continue taking developmental needs into account when planning. For a reminder, could post a developmental chart/paper with moral, intellectual, motor developmental stages.	
The counseling program should be developed in collaboration with other school and community members	✓			Continue meeting with teachers, faculty and staff in the building and the district to gather information and opinions. Continue contacting community members and do more outreach for the feedback of other/new members.	
Appropriate target competencies should be selected based upon the needs of the student population	✓			Continue evaluating the competencies selected at the end of each year and selecting new target competencies that fit student development and needs.	

Coover, B. (2005, April). *Modeling 101: Revealing the inner beauty of the ASCA National Model to beginning counselors*. Breakout session presented at PSCA 49<sup>th</sup> Annual Conference, State College, PA.

## **FOUNDATION – Domains and ASCA National Standards**

What is the difference between a domain, a standard and a competency?

### **DOMAIN:**

A broad developmental area

ACADEMIC DEVELOPMENT

CAREER DEVELOPMENT

PERSONAL/SOCIAL DEVELOPMENT

### **STRAND:**

Broad divisions of a domain

### **STANDARD:**

A goal. A statement describing what a student should know and be able to do in a certain developmental domain.

### **COMPETENCY:**

A specific expectation that students achieve within a standard area, under a certain domain.

### **INDICATOR:**

Descriptions of the specific knowledge or abilities that individuals must demonstrate to meet the competency

## FOUNDATION – Domains and ASCA National Standards

What is the difference between a domain, a standard and a competency?

### ***EXAMPLE***

**DOMAIN:**  
ACADEMIC DEVELOPMENT

**STANDARD:**  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**COMPETENCY:**  
Improve academic self-concept

**INDICATORS:**  
A.A:1.1 – Articulate feelings of competence and confidence as learners  
A.A:1.2 – Display a positive interest in learning  
A.A:1.3 – Take pride in work and achievement

Understanding the codes:  
A – Academic Domain  
1 – Competency 1  
A – Standard A  
1,2,3 etc. – Indicator 1,2,3

## Crosswalking ASCA National Standards with Guidance Curriculum

**Figure 3.5**  
**7th Grade**

	Topic of the school guidance curriculum presentation	Violence Prevention	Promotion and Retention	Organization or Test-Taking Skills	Career
<b>ACADEMIC DEVELOPMENT (Students will)</b>					
<b>Improve Academic Self-concept – STANDARD A</b>					
AA:1.1 • articulate feelings of competence and confidence as learners	Name of specific lesson or curriculum, production company	XYZ Video and lesson plans	Counselor-generated PowerPoint & handouts	Company XYZ Study Skills & counselor-generated materials	Company XYZ career software programs
AA:1.2 • display a positive interest in learning		✓	✓	✓	✓
AA:1.3 • take pride in work and achievement		✓	✓	✓	✓
AA:1.4 • accept mistakes as essential to the learning process		✓	✓	✓	✓
AA:1.5 • identify attitudes and behaviors that lead to successful learning		✓	✓	✓	✓
<b>Acquire Skills for Improving Learning – STANDARD A</b>					
AA:2.1 • apply time-management and task-management skills		✓	✓	✓	
AA:2.2 • demonstrate how effort and persistence positively affect learning		✓	✓	✓	✓
AA:2.3 • use communication skills to know when and how to ask for help when needed		✓	✓	✓	
AA:2.4 • apply knowledge and learning styles to positively influence school performance				✓	
<b>Achieve School Success – STANDARD A</b>					
AA:3.1 • take responsibility for their actions		✓	✓	✓	
AA:3.2 • demonstrate the ability to work independently, as well as the ability to work cooperatively with other students				✓	
AA:3.3 • develop a broad range of interest and abilities					✓
AA:3.4 • demonstrate dependability, productivity and initiative			✓	✓	

## Crosswalking ASCA National Standards Developmentally

**Figure 3.4**

### Academic Development Domain (Students will)

**Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

#### Competency A1.0 Improve Academic Self-concept

AA:1.1 • articulate feelings of competence and confidence as learners

AA:1.2 • display a positive interest in learning

AA:1.3 • take pride in work and achievement

AA:1.4 • accept mistakes as essential to the learning process

AA:1.5 • identify attitudes and behaviors leading to successful learning

#### Competency A2.0 Acquire Skills for Improving Learning

AA:2.1 • apply time-management and task-management skills

AA:2.2 • demonstrate how effort and persistence positively affect learning

AA:2.3 • use communications skills to know when and how to ask for help when needed

AA:2.4 • apply knowledge and learning styles to positively influence school performance

#### Competency A3.0 Achieve School Success

AA:3.1 • take responsibility for their actions

AA:3.2 • demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

AA:3.3 • develop a broad range of interest and abilities

AA:3.4 • demonstrate dependability, productivity and initiative

AA:3.5 • share knowledge

**K-2 3-5 6-8 9-12**

✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

✓ ✓ ✓

## Sample Competencies and Standards Checklist

**XYZ High School Counseling Department**

Student Name \_\_\_\_\_

The XYZ Counseling Department will provide all students with a planned and sequential school counseling program that will prepare them to develop information-processing skills, communication skills and interpersonal skills in order to achieve success in school, live successful and rewarding lives and develop into contributing members of society. Specific competencies have been developed by grade level for each standard:



**Available on  
companion CD**

# ACADEMIC DEVELOPMENT

1. I have updated my four-year academic plan
2. I have reviewed my credits and know my progress toward graduation.
3. I have the knowledge and skills necessary to improve learning.
4. I know about the PSAT, ACT and SAT testing dates and requirements for college entrance.
5. I am aware of career and college opportunities.
6. I am aware of college application procedures and where to locate financial aid.
7. I know my educational goals and options
8. I have knowledge of the campus visits of in-state and out-of-state college representatives.
9. I am aware of career and college opportunities.
10. I know how to locate tutoring resources, peer assistance or study assistance.

## CAREER DEVELOPMENT

- |   |   |
|---|---|
| <p>A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>B. Students will employ strategies to achieve future career success and satisfaction.</p> <p>C. Students will understand the relationship between personal qualities, education, training and the world of work.</p> | <ol style="list-style-type: none"> <li>1. I know my academic strengths and weaknesses related to my broad career path.</li> <li>2. I have completed a career-interest survey.</li> <li>3. I know how to utilize the services and information available in the Career Center.</li> <li>4. I know the requirements necessary for meeting my career goals.</li> <li>5. I am keeping a record of accomplishments and awards.</li> <li>6. I can identify two places to explore my career interests.</li> <li>7. I have discussed information about a specific career with my parents and/or school staff.</li> <li>8. I have participated in career development experiences, such as career shadowing.</li> <li>9. I have participated in at least one class or outside activity related to my career goal.</li> </ol> |
|---|---|



# Sample Comprehensive School Counseling Program Delivery System

<b>Guidance Curriculum</b> Provides developmental, comprehensive guidance program content in a systematic way to all students K-12	<b>Responsive Services</b> Addresses students' immediate concerns	<b>Individual Student Planning</b> Assists students and parents in development of academic and career plans	<b>System Support</b> Includes program, staff and school support activities and services
<b>Purpose</b> Student awareness, skill development and application of skills needed in everyday life.	<b>Purpose</b> Prevention and intervention.	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	<b>Purpose</b> Program delivery and support.
<b>Academic</b> <ul style="list-style-type: none"> <li>◆ Effective learning in school and across the life span</li> <li>◆ Academic preparation for post-secondary options</li> <li>◆ Relationship of academics, work, family and community</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>◆ Any immediate academic concerns</li> <li>◆ School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions, etc.</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>◆ Facilitation and/or interpretation of criterion and norm-referenced tests</li> <li>◆ Academic preparation essential for post-secondary options</li> <li>◆ Understand academic strengths related to occupations</li> <li>◆ Appropriate course selection</li> <li>◆ Development of a K-12 educational plan/portfolio</li> <li>◆ Development of an educational plan beyond high school including post-secondary selection/financial aid/scholarships</li> <li>◆ Use of diverse assessment results</li> </ul>	<b>Total Program</b> <ul style="list-style-type: none"> <li>◆ school counselor professional development</li> <li>◆ Advocacy and public relations for comprehensive school counseling programs</li> <li>◆ Advisory committee</li> <li>◆ Program planning and development</li> <li>◆ Evaluation and assessment of comprehensive school counseling program, personnel and student results</li> <li>◆ Documentation of how comprehensive school counseling programs contribute to student achievement</li> <li>◆ School improvement planning</li> <li>◆ Integration of guidance essential teachings across the school curriculum</li> <li>◆ Parent involvement and education.</li> <li>◆ Consultation with staff and community</li> <li>◆ Instructing on age-appropriate issues with staff and community</li> <li>◆ Practices based on research</li> <li>◆ Community outreach and involvement</li> <li>◆ Data analysis</li> </ul>
<b>Career</b> <ul style="list-style-type: none"> <li>◆ Investigate the world of work to make informed decisions</li> <li>◆ Strategies to achieve future career goals</li> <li>◆ Relationship of personal qualities, education, training and work</li> </ul>		<b>Career</b> <ul style="list-style-type: none"> <li>◆ utilize career information resources in school and community</li> <li>◆ explore career clusters</li> <li>◆ Interest and skill inventories</li> <li>◆ Occupation searches</li> <li>◆ Self-knowledge relating to career choices</li> <li>◆ Appropriate course selection, tech prep, work-based learning including job shadowing and internships</li> <li>◆ Develop a career plan/portfolio.</li> </ul>	

# Counselor Time & Task Analysis Form



Available on  
companion CD

Time	Guidance Curriculum	Individual Planning	Responsive Services	System Support	Nonguidance Activities
7-7:30 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:30-8 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8-8:30 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:30-9 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-9:30 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:30-10 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10-10:30 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:30-11 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11-11:30 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:30 a.m.-12 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12-12:30 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:30-1 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-1:30 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:30-2 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-2:30 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:30-3 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-3:30 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3:30-4 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-4:30 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4:30-5 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-5:30 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5:30-6 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-6:30 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6:30-7 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7-7:30 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:30-8 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8-8:30 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:30-9 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number of  
Blocks:

Daily  
Percentage:

Total Number of Blocks:

Total Percentages: